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ABSTRACT

The primary aim of global education in the elementary and secondary schools is to prepare students for responsible citizenship in a present and future global society. Global education is based on the propositions that the extent of interdependence in the contemporary world is such that we can speak of a global society, that students can be educated for responsible participation in a global society, and that the schools have the responsibility for educating citizens for this extended citizenship. World interdependence becomes obvious as decisions and actions by nations, non-governmental agencies, and individuals increasingly affect everyone. A variety of political, economic, and social units characterize the global age. The media, the volume of world trade, foreign investments, the existence of multi-national corporations, and the foreign tourist trade also typify a global world. The challenge to the social studies is to develop in students the capacity to perceive and understand the sources of differences, to identify long-term and global consequences of individual decisions, and to be sensitive to the interests of others in a transnational and transgenerational manner. Students must also develop the capacity to perceive alternative responses to situations and learn the skills of exercising influence in public affairs. Finally, the global education program must be responsive to the changing conditions of the world. (Author/KC)

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GLOBAL EDUCATION: THE WHY AND HOW OF IT

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

by

Raymond E. Wicks, Ph.D.

Keynote address presented to the
Alabama State Council for the Social Studies
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The term "global education" is not easily defined. It has a range of meanings and definitions, developed by the many individuals involved with this aspect of social studies education, and it continues to be redefined. However, the interest in global education has been increasingly evident in the literature of the social studies and at meetings of professional educators. Ernest Boyer, former United States Commissioner of Education, said that "... any educational agenda for the remaining years of the 20th century must of necessity confront the realities of the 21st century, attitudes that will be critical in ensuring the survival of mankind on our globe."¹

Taking a step towards an understanding of the term, as Boyer suggests, "global education" could properly be called an attitude. It is really the education for a global perspective. And what does it mean to have a global perspective? Simply, it means that a person is a well-informed citizen living in the context of the realities of our contemporary world. It is a recognition of the growing global interconnectedness and interdependence, and it is a recognition that is vital to our national self-interest in the decades to come. It is citizenship education in its broadest possible sense, and it will develop with or without the participation of our educational system, as the interconnectedness and world-wide mobility of people increases.

Global education is more than teaching about foreign policy, foreign cultures, or contemporary world affairs. It is not necessarily a curriculum, although there have been some schools in recent years that have been developed around this over-riding principle. It can easily be a part of existing courses, since there are globally related elements in virtually all courses currently being taught. It is not the study of a particular discipline or content, and it is not a movement advocating the establishment of a world government or the abolition of national states.

Global education is the study of topics that will prepare students to be informed citizens in a society which is increasingly global in nature. There is a global character to the human experience in the contemporary world. This is demonstrated by the expanding commercial interactions between nations, by the increasing variety

of political, military, economic, and ecological interdependencies, and by the existence of world-wide social problems such as international terrorism.

The primary aim of global education is to prepare our students for responsible citizenship and effective participation in our global society of the present and future. Those who have acquired a global perspective can be identified by their sensitivity towards the interconnectedness of the world and their recognition of the opportunities and responsibilities related to this interconnectedness. They are capable decision-makers and are prone to socially responsible action. In addition, students with a global perspective have a realization that the world is a dynamic social system and they are aware of their own involvement in the globally interrelated world. They have developed an awareness of differing perceptions that exist among people, and in the process, gained a view of themselves and insights into others. They have gained the ability to analyze long-range trends and the accuracy of information obtained through the media. They have attained a positive and realistic view of self and the world and are capable of responding to world conditions in a constructive and flexible way.

Challenges to the call for global education may come from several fronts. There will be those who will make the claim that elementary school children are too young to be able to learn about and comprehend the world as a global society. However, research was conducted under the auspices of UNESCO in 1967 in eleven locations around the world that addressed this question. The results indicated that children around the age of ten were particularly receptive to learning about other peoples.² This would mean that the foundations for global perspectives could easily begin in our school systems in the third and fourth grades. Through the investigation of family life, occupations, and habitat of people in other cultures and nations, learning about the world can easily be accomplished in the early and middle grades by relating it to their lives, building on the interdependence that is present in all family units and providing similar examples of this relationship in other cultures. A carefully designed elementary social studies program which incor-

porates the global dimension can be significant in the formation of a child's attitudes towards foreign peoples.

Another challenge to the inclusion of the global perspective will come from those who maintain that this will take time away from and be detrimental to the study of local, state and national history. Research has also been conducted which faces this challenge head on. The results indicate that although less time was devoted to the study of United States history, there was an increased understanding of this nation. That which is learned about specific groups of people or cultures is applied to all peoples.³ Thus, a greater understanding of the United States is achieved when students are able to place it in a global perspective. Far from being detrimental to state and national studies, teaching for a global perspective actually enhances a child's learning in these areas.

The aim of global education is not to understand the various world cultures, but rather to understand the totality of the world as a global system. Studying state or national government focuses on only one type of actor in the international arena of the contemporary world. The global approach to social studies education focuses on the connections between areas of the world, linking local, state, and national studies with the entire planet. In an effort to raise the consciousness of students about the global character of the world, the emphasis should be placed on the commonality of man, rather than the culture and ideological diversity of the species.

Let's proceed on the following propositions outlined by Charlotte and Lee Anderson in a recent article on citizenship education in a global age. First, that the extent of interdependence in our contemporary world is such that we can speak of the emergence of a global society. Second, that students can be educated for responsible participation in the global society in the same way that they are for their local, state, and national communities. And finally, that the schools of our nation have the responsibility for educating students for this extended citizenship.⁴

The importance of global education at this time is caused not by the crises that we now face around the world in such places as Cambodia and Iran, but rather it is the result of a complex historical

and social phenomenon that has created the global society in which we now live. There is an increased awareness of basic human commonalities as we are drawn closer to other peoples of the world. We find ourselves in an age of world-wide interdependence that makes itself felt in our daily lives, whether or not we like it or wish it. And in this increasingly interdependent world, it is crucial to realize that each individual is only one part of an interrelated planetary social system. A key to responsible citizenship in these circumstances is to teach children to recognize the effect of individual decisions upon others. The "Spaceship Earth" concept is a viable one to use with younger children as well as those in high school, that is, the concept of shared fate.

In the post-World War II period, when employees of multinational corporations throughout the world have more in common than citizens within nations, we have a greater recognition of a shared future. In this nuclear age, the basic unit of human survival is the entire planet. Increasingly, the fate of one becomes the fate of all. The decisions and actions of nations, non-governmental agencies, and individuals increasingly affects us all.

To demonstrate this shared fate, we do not need to look very far. At the current rate of increase of the world population, it is projected that there will be eight billion people on this planet by the year 2010. However, this must be looked at in a global context, since this reality is not reflected by the growth rate of the United States. While our nation's people are overfed and we have an abundant food production, since 1965 the production of food has lagged behind the growth in world population. As has been vividly evident in recent years, the energy production and consumption is linked by a world-wide network. The bulk of our current energy comes from irreplaceable natural resources, primarily petroleum and natural gas. There is an imbalance in the consumption of these products by the nations of the world. The per capita consumption of the United States is sixty-two times that of India, and one hundred eighty-eight times greater than Nigeria. The Swedes, living in a generally colder climate than our nation, use 40% less energy for heating per square meter than do we.⁵ The energy supplies from

these sources is exhaustible, and may be exhausted within the lifetime of our students unless national priorities and individual lifestyles are adjusted. Each of us contributes to the common fate of the human species.

The unprecedented global character of the world is the result of historical events and trends that began with the explorations by the European navigators in the 15th century. It is one further step in the political and social evolution of man from the family and tribal units, through regionalism and nationalism, to the ever increasing globalization of our planet. The trends which began with the European powers reaching out to the rest of the world, for power, wealth, and knowledge, have accelerated the rate of change which man has experienced from the birth of the species in the vastness of East Africa. The last two centuries can be called the age of the "J-shaped curve."⁶ If one were to graphically describe the rate of change in transportation, communications, speed of travel, population growth, destructive power of weapons, or nearly any other statistics, related to civilization, that graph would approximate the letter "J" with centuries of gradual change, and then a sharp upward turn beginning with the nineteenth century. A major change in world relations began to take place in the latter half of the nineteenth century. World War II was truly a world war, and the dawn of the nuclear age made the common global destiny of mankind a reality. This century has witnessed an unprecedented growth in international trade, travel, and communications. The globalization that has occurred during the last three decades shapes our history at local, state, national, and regional levels.

The global age in which we live is characterized by interdependence of a variety of political, economic, and social units. The term "interdependence" is viewed by some as a sin, and by others as a virtue. Setting aside these interpretations, it merely describes the condition in the world in which the effect of an event or decision in one part of the globe is felt in another. The examples of this are abundant. Crop failures in the Soviet Union affect the world grain market, bring dollars into the pockets of farmers in Nebraska, and determine, in part, the price we all pay for bread

in our supermarkets. The inflation that we began to experience in this country during the early '70's was not an isolated economic phenomenon. The economies of nations throughout the world experienced the same developments in greater or lesser degree. Political and economic decisions in the Middle East have created one of the most severe crises that this nation has had to face. Our energy future is in doubt, and the decisions of the OPEC ministers have a daily effect on each one of us as we now grudgingly pay dollar-a-gallon prices at the gasoline pumps and have waited in long lines in recent years for that privilege. And how better can the globalization of this decade be demonstrated than by the rise of an obscure Moslem religious leader living in exile in the outskirts of Paris to a position in which he nightly is the focus of world news.

The nightly news. A perfect example of the globalization that has occurred since World War II. The static-laden transmissions of Edward R. Murrow from London have been replaced with the now familiar phrase on our television screens "live via satellite." The number of overseas telephone calls from the United States last year was estimated at seventy million. People of the world communicate with each other as easily today as nextdoor neighbors. Events that take place in every corner of the globe appear in our living rooms each evening as they are described by John Chancellor and Walter Cronkite. This was made so vivid to us during the Vietnam War, when we viewed battles in progress while having our dinner. Those who provided us with the evening news are also global in nature. During the 19th century, the foundations of modern wire services were laid. Today, the American-based wire services of AP and UPI disseminate the events of the day from more than one hundred nations to nearly ten thousand newspapers.

Similarly, culture is being globalized, and to a great extent we in the United States are responsible for creating this global culture. World-wide television programming sales from ABC alone reach more than ninety nations of the world. American films premier in Sydney, Australia at the same time they are viewed in Peoria, Illinois. American culture and fads are determined by our purchases, but to some extent we are determining clothing styles for the businessman in Nairobi and the lunch menu for a busy secretary in

New Delhi.

Advertising is increasingly transnational in character, as are the products that are a part of our daily lives. We drink a centuries old Munich beer that is made in Milwaukee, we share the music of Elton John with the youth of Moscow and Leningrad, and the colonel's secret recipe has come under the scrutiny of those who determine what is kosher for the Israeli populace. When visiting Europe in 1970, I was surprised to find Kentucky Fried Chicken in Brussels, one of the most cosmopolitan of cities. Today, you can enjoy a glass of wine with your Big Mac in the shadow of the Eiffel Tower, and next year, thousands of Americans will easily use their American Express cards at the Summer Olympics in Moscow. How global we have become, and often without realizing it. There is the story of the member of the United Auto Workers Union whose daughter was buying her first car. "Buy American" was his slogan, so how could he object when she bought a Dodge Colt, which, of course, is manufactured by Mitsubishi of Japan.

To illustrate this point further, allow me to relate a portion of the day of a mid-western college professor from two perspectives, first from that which is strictly narrative, and second with an analytical eye for the global interrelationships that touch the daily lives of all of us.

"I awoke at 6:30 a.m. to the ringing of an alarm clock, showered, shaved, and dressed. Then I went to the kitchen to prepare breakfast. The meal consisted of bacon, toast, and Sanka coffee. After eating I filled and lit my pipe, and spent the next fifteen minutes reading the Chicago Sun Times.

I awoke at 6:30 a.m. to the ringing of an alarm clock"

Stop: You have encountered the international. Your clock is a product of the Sony Corporation, a Japanese-based multinational corporation. The clock was assembled in a Sony plant in Brazil from component parts produced in Japan, Mexico, and Germany. It was shipped from Brazil to the United States in a Greek owned ship manufactured in Sweden, licensed in Liberia, and staffed by a Portuguese crew.

The Dial soap is a product of the Greyhound Corporation, an American-based multinational business.

Your shorts were made in Japan from American cotton, and the socks were made in Taiwan from Australian wool.

Your toast of Wonder bread is brought to you by those fine folks at International Telephone and Telegraph.

Your pipe is imported from Denmark. The pipe consists of a briar bowl that the Danes imported from Poland and a plastic stem manufactured in Italy from plastic produced by DuPont in a plant in Japan. The tobacco you are smoking is Amphoria Brand, manufactured by Douwe Egbert in Utrecht, the Netherlands, from tobacco imported from Turkey and Virginia. The match you used in lighting your pipe was manufactured by Diamond International in a plant in Spain from sulphur mined in Chile and wood pulp produced in Canada.⁷

These brief excerpts are true for the daily lives of all of us. How many realize that Nestle's chocolate is the product of a Swiss firm, that Lever Brothers is based in the Netherlands, and that Keebler cookies are actually British. Timex is a Norwegian company, Stouffer's hotels and frozen foods are financed by the Swiss, and our Foster Grants are German.

The volume of world trade increased four hundred sixty times during the period from 1913 to 1970, and it has tripled from 1969 through 1973. There are over three thousand multinational corporations. The post-World War II period has seen an end of the U.S. economic hegemony that resulted from the world conditions immediately following that conflict. The United States no longer has the edge or monopoly on technology and production that was once in demand around the world. There has been an internationalization of production, and the United States has become a prime target for overseas investments.

How does this affect us in Alabama? Let's look at how the world is a part of our state and our state a part of the world.

Approximately seven hundred of Alabama's businesses, involved with every aspect of manufacturing and production, are part of the world trade community. These firms import or export chemicals,

metal products, olives, men's shirts, electric butter churns, shrimp, railroad track, restaurant fixtures, mustard and mayonnaise, thermostats, grain, artificial flowers, electrical components, pecans, golf putters, paper products, cigars, and a myriad of other manufactured and agricultural items.

Direct foreign investment in Alabama has increased during the 1970's as it has around the country. In 1971, the state had only six foreign-based manufacturing plants, and by July 1979, there were forty-one firms in Alabama that were the result of foreign investments. Parent companies are based in the United Kingdom, Germany, Canada, Japan, Sweden, Switzerland, France, the Netherlands, and Saudi Arabia. These plants are involved in the manufacture of a wide variety of chemical products, fertilizers, herbicides, insecticides, and other organic and non-organic products. Several sites around the state are producing cement for both domestic and foreign use. Automobile tires and molds are manufactured by three companies in Alabama. Naturally, wood products, lumber, pulp, and wood processing equipment are responsible for much of the foreign-based investments. In addition, magnetic tapes, business forms, and precision punch press equipment are a part of this state's contribution to the world market. Surprisingly, even two of the state's newspapers are foreign owned, the Dothan Eagle and the Opelika-Auburn Daily are subsidiaries of a Canadian publishing firm.

Direct foreign investment in Alabama during 1978 was in the range of 1.2 billion dollars, with that investment nation-wide being approximately thirty-five billion. It is obvious that our state has more than its share of foreign investment dollars.

Foreign nations are beginning to play the same role that we have played overseas for many decades. They are buying our raw materials and agricultural products, they are producing goods within our borders for sale to the domestic and foreign markets, and they are providing citizens of our state with jobs. These plants are located in every region of the state, in twenty counties and twenty-six cities of every size and description. It is estimated that more than twelve thousands Alabamians are employed by these foreign-based companies, comprising nearly four percent of the state's

employed population. The rate of increase of foreign investment in Alabama is almost five times greater than the rate for the entire nation.

Why is this the case? The location of Alabama in the rapidly expanding market of the southeastern United States makes it a prime location for foreign investment. In addition, we are richly endowed with natural resources that give Alabama an advantage over many other states. The southeast is growing rapidly as an industrial area, and the central location of Alabama in that region gives manufacturers the capability of third-day truck delivery to half of the nation's population. Inland shipping on water is facilitated by the extent of navigable waterways within the state's boundaries, ranking third among the nation. The port of Mobile, aided by the Tennessee-Tombigbee waterway, will serve the state well in the future of foreign trade. Already, more than one hundred steamship lines use the port of Mobile, linking it with ports around the world. The "right to work" laws enacted in the 1960's, as well as laws concerning property and state income taxes are favorable to industrial expansion.

Alabama actively seeks foreign investments. An overseas representative is based in Bern, Switzerland who seeks out companies wishing to invest in the United States, presenting the advantages of locating in Alabama, and inviting them to visit potential sites. In 1978, an official of the Alabama development office said that "We believe the investment here of foreign capital is both a local and national blessing" He also indicated that the profits from these investments, which are plowed back to build capital, generate tremendous sums of wealth for the state and its people in the form of wages, taxes, and material purchases.⁸

This trend of foreign investment will continue in Alabama and throughout the United States because of the interest of overseas companies and because of the various private and public agencies in our own country courting foreign investors.

It is obvious that the national governments of the world are not the only ones involved in the growing interrelatedness of the globe. Multi-national corporations are responsible for economic, military, and political decisions around the world, resulting from

their investments, sales, and occasional illegal contributions to influential members of foreign governments. Equally involved in the international scene are scientific, medical, professional, charitable, and educational organizations. Our religious groups, which are part of a world-wide network of affiliated churches, often exercise a high degree of influence in world affairs.

The interconnectedness of the communities of the world is on the rise. Foreign tourist trade and overseas mail deliveries are increasing at an annual rate of six percent. Thousands of students and teachers each year are a part of the direct interrelationship of world communities, and this is rising at seven percent annually. In my own area, the University of South Alabama has one hundred seventy-three foreign students enrolled, representing forty-one nations. This is approximately three percent of the total student population of this regional campus.

And just as transnational relationships draw together people with common interests and goals, the converse is true with the people of a single nation. No longer are nations coherent units. Interests within the nation vary from region to region, from farm to city, and even among the separate agencies of the government, positions may differ relative to an international issue.

It is also true that the lines are no longer clearly drawn between domestic and international affairs. The purchase or boycott of sugar, coffee, and gasoline becomes a decision with international impact. For industrialized societies such as our own, independence is not possible. Even resource-rich nations are dependent upon imports for vital metals and minerals, and world-wide markets are essential if there is to be economic growth.

The era of western hegemony is coming to an end. Interconnectedness, political and economic interdependence, and intersocietal dependence is increasing. There is a diffusion of western culture throughout the world, and because of this there is less cultural diversity evident today than ever before. We are part of a global culture that we have helped to create. It is a culture of technology, music, international traffic signs, fast food restaurants, the metric system, automobiles, and casual dress. But this is not to say that

the traditional regional and national cultures are disappearing. The global culture is flavored by the local characteristics, just as the sub-global culture is being infiltrated by a new commonality. Each culture is the product of all others in which it comes in contact and it alters those which have contact with it. Each society deposits in and borrows from a vast historical cultural bank.

Students must come to an understanding of themselves as members of the species and part of the world's cultural system. Global education aims at making that a reality. Historian and author Lefton Stavrianos has described the global approach to education in the following way:

"It means the perspective of an observer perched on the moon rather than ensconced in London or Paris or Washington. It means that for every period of history, we are interested in events and movements of global rather than regional or national significance. More specifically, it means the realization that in the classical period Han China was the equal of the Roman Empire in every respect; that in the medieval period the Mongols were infinitely more significant than the Magna Carta; that in early modern times Russia's overland and western Europe's expansion overseas were likewise more noteworthy than the Reformation or the wars of religion; and that today the globally significant developments have to do not with ... the passing of western hegemony and the reversion to the traditional autonomy of the regions of the world."⁹

This is the challenge that we face, to develop in our students the capacity to perceive differences and to understand the sources of them, to identify long-term and global consequences of individual decisions, and to be sensitive to the interests of others in a transnational and transgenerational way.

Our challenge, therefore, is citizenship education in a global context. Our students now and in the future will be asked to exercise judgements with increasingly global consequences. It is our responsibility to develop the appropriate competence in our students and to create the educational opportunities for them to develop.

As with all levels of citizenship participation, an effective and responsible role can only be achieved if adequate information gathering and processing skills have been developed. In the global context, students must also develop the capacity to perceive alternative responses to situations, and they must learn skills of exercising influence in public affairs through life-style decisions, occupational choices, social and political action, and education.

These challenges are not new, only the context is different. The world is not just a collection of unrelated histories, cultures, and places. Just as we do not teach about the United States as fifty individual and distinct units, so too, we must not teach about the world in that way. Both are single, integrated, and complex systems.

Turning once more to Lee Anderson, in globalizing the content of education, he challenges us to move away from a curriculum that is European and North American centered, focusing on regions, groups, and nation-states. We must also shift from one that is oriented to the past to one that focuses on the future. It is incumbent upon us to turn from an information-based program to one that is an analytical and participatory curriculum. No longer, he says, can we afford to have spectator citizens. Students must accept, and we must provide them the opportunities for taking an active role in their education, linking the world at large with their personal experiences. Engaging students in concrete learning must replace the teaching of vague abstractions. And the social context of education will need to move towards one that is multinational and multicultural, with emphasis upon involvement in the community.¹⁰

What does all of this mean for those of you who are in the classroom? If teachers are to establish education for a global perspective as a legitimate and essential element of the social studies curriculum in our state, they will need the support of district and state administrators and curriculum supervisors. Furthermore, public support must be realized, and the commitment to global education will need to be shared by all of those responsible for the education of youth. Teachers and curriculum directors must seek out high quality materials, if the program is to be successful. Complete reliance on a textbook must be abandoned, since many social studies texts are out of date by the time they are in print. Currently

accurate sources of information in your community and state must be identified and utilized.

As with all educational programs, sound goals must be established. The program must be dynamic, that is, responsive to the changing conditions in the world. If it is to achieve the goal of education for a global perspective, the program must emphasize the positive aspects of the world's interrelatedness, such as the human characteristics of caring, sharing, and cooperation. This is not to deny the harsh realities of the world, but it must avoid the unfortunate characterization of the world as a place of only terrorism, international tension and conflict, and vast diversities among the species. Techniques should be employed for aiding children in perceiving situations from more than one point of view, examining differences in cultural approaches to similar situations and human concerns. Role-playing and simulation are proven tools for achieving these objectives. Investigation of your community and state, with an eye for the international connections, will be profitable in linking your course in Alabama history to the global context. Utilizing commercial and non-profit groups with international ties can be a valuable source of information and assistance. Foreign students and international travellers in your community are valuable resources that are too often untapped by schools. The newspaper, while generally headlining the negative aspects of international news, is a place to begin in developing the global perspective.

Alabama is part of the world, as the world is part of Alabama, and this trend is sure to continue. The youth of our state live in an ever-increasing global community. Their contacts with people and things foreign are a part of their lives to an extent that most do not realize. The products they use so casually, are often produced outside of the United States or by foreign-based companies with plants here. Services they obtain from the local and state government agencies are partially funded from foreign investments within our state. Movies and television programs viewed by our students have world-wide distribution, and impact the trends and fads around the world. Events in the Middle East have a direct impact on our lives, as we have seen too vividly in recent gas lines in our community.

The world is interconnected, and this has resulted from events dating to the 16th century when the world began to break the bounds of regional interests and relations. Our students share a common fate with students around the world. They share in a global culture, which they help to create by their purchasing and entertainment decisions. They must become responsible citizens of the global community in which they are a part, and it is our responsibility to prepare them for their role as global citizens, who are also active participants in their local, state, and national governments. Education for a global perspective is a necessity, if they are to fulfill this role. Global education should be the agenda for the social studies in Alabama for the next decade.

FOOTNOTES

¹Ernest Boyer, "A Global Perspective: The New Imperative," Today's Education, November/December 1978, p. 70.

²Wallace E. Lambert and Otto Klineberg, Children's Views of Foreign Peoples: A Cross-National Study, (New York: Appleton-Century-Crofts, 1967), cited in Charles L. Mitsakos, "A Global Education Program Can Make A Difference," Theory and Research in Social Education, March 1978, p. 1.

³Ibid, p. 12.

⁴Charlotte J. Anderson and Lee F. Anderson, "Global Education in Elementary Schools: An Overview," Social Education, January 1977, p. 36.

⁵Information on population, food production, and energy consumption is presented in an article by Gerald W. Marker entitled "Global Education: An Urgent Claim on the Social Studies Curriculum," Social Education, January 1977, pp. 12-19.

⁶The concept of the "J-shaped curve" is described and detailed with graphs by Lee F. Anderson in Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Bloomington, Indiana: Social Studies Development Center, 1979), chapter 3, pp. 34-65.

⁷Excerpts from Anderson, Schooling, pp. 20-24.

⁸Information concerning foreign investments and international trade taken from Eric N. Baklanoff and William R. Bennett, "Foreign-Based Investments in Alabama: An Interim Report," Alabama Business, August 1978, pp. 2-5 and Alabama Directory of Mining and Manufacturing (Montgomery, Alabama: Alabama Development Office, 1978-1979) pp. 755-776.

⁹Lefton S. Stavrianos (1968) is cited in Anderson, Schooling, pp. 382-383.

¹⁰Anderson, Schooling, chapter 11.

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